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Classical Studies and International Languages

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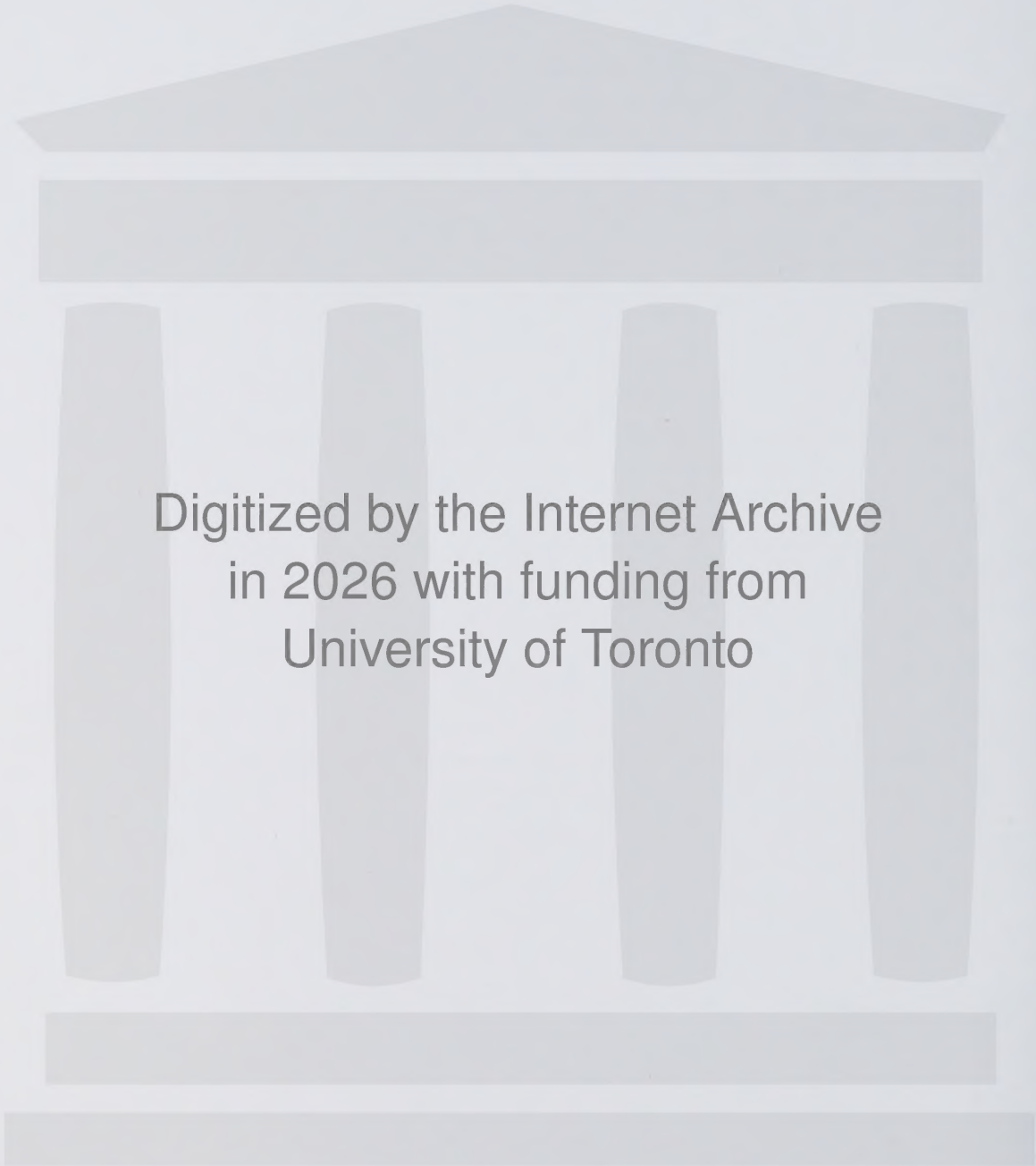
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Une publication équivalente est disponible en français sous le titre suivant : *Le curriculum de l'Ontario, 11e et 12e année – Études classiques et langues internationales, 2000.*

This publication is available on the Ministry of Education's website at http://www.edu.gov.on.ca.

Introduction

The Ontario Curriculum, Grades 11 and 12: Classical Studies and International Languages, 2000 will be implemented in Ontario secondary schools starting in September 2001 for students in Grade 11 and in September 2002 for students in Grade 12. This document replaces the parts of the following curriculum guidelines that relate to the senior grades:

- *Classical Studies, Intermediate and Senior Divisions, 1990*
- *International Languages, Part A: Policy and Program Considerations, Intermediate and Senior Divisions, 1990*
- *International Languages, Part B: Program Development, Intermediate and Senior Divisions, 1990*

This document is designed for use in conjunction with *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, which contains information relevant to all disciplines represented in the curriculum. The planning and assessment document is available both in print and on the ministry's website, at http://www.edu.gov.on.ca.

The Place of Classical Studies and International Languages in the Curriculum

Today's students are living in an international community: nations and peoples throughout the world now depend on each other not only for their economic survival and social stability, but for the success of their undertakings in most areas of human activity. In such a world, communication on the international plane is of crucial importance and knowledge of languages an invaluable asset. Courses in classical studies and international languages help students to develop the skills they will need to communicate effectively with people from other countries, and increase their understanding and appreciation of diverse cultures. At the same time, these courses improve students' skills in the English language.

The communication skills of listening, speaking, reading, and writing are more important than ever in the modern business world, in which the timely exchange of information is often the key to success. Classical studies and international language programs provide ideal opportunities for students to develop and refine these important skills. Moreover, learning more than one language develops the ability to think creatively and to solve problems effectively. The study of other languages will also give students new insights into their first language. In fact, it could be said that the only way to appreciate fully the particular nature and functions of language is by studying and comparing several languages.

Classical studies and international language programs also introduce students to the heritage of other societies, and so increase their awareness and appreciation of other cultures. Through the study of languages and societies, students gain a greater understanding of the perspectives of the different peoples who comprise Canada's diverse society, and develop a deeper appreciation of and respect for the identity, rights, and values of others.

The study of languages also promotes career mobility, since successful participation in the global community depends in part on knowledge of world languages. As students take a more active role in the community, as citizens, professionals, and volunteers, they will encounter many opportunities to apply the skills and knowledge they have developed through the study of languages.

Although credit programs in classical studies and international languages begin at the secondary school level, many students will bring prior knowledge of languages to these programs. Students will have developed such knowledge through continuing education and elementary international language programs or through exposure to various languages in their daily lives.

Courses in classical studies and international languages naturally involve the exploration of topics related to the language under study and the culture of which it forms part. Such topics include art, history, geography, and social customs. Consequently, courses in classical studies and international languages lend themselves to an interdisciplinary approach. Subject matter from any course in classical studies and international languages can be combined with subject matter from one or more courses in other disciplines to create an interdisciplinary course. The policies and procedures relating to the development of interdisciplinary courses are outlined in the interdisciplinary studies curriculum policy document.

The Program in Classical Studies and International Languages

Overview of the Program

The classical studies program comprises two courses in the classical languages (Latin and ancient Greek) and one course in classical civilization, which explores the culture of the ancient world and its rich legacy.

The courses in classical and international languages focus on developing the language knowledge and communication skills students will need to function effectively in the international community, both as professionals and private citizens. Students will develop the ability to speak, listen, read, and write with precision and confidence. Because language and culture are closely related, students will also learn to understand and appreciate other cultures. This understanding will eventually enable students to communicate and interact effectively with people of other languages and cultures. Since the study of languages and cultures enhances reasoning skills and the ability to solve problems, classical studies and international language courses equip students with skills that are essential for effective learning in other areas of the curriculum, as well as for employment. Ultimately, the courses offered in the classical studies and international language program open up a range of career opportunities for students and help to ensure their success in the global market place.

As outlined in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, the new curriculum for secondary school is organized into several types of courses. (See the document mentioned for a description of the different types of secondary school courses.) However, not all types of courses are offered in every discipline. Students enrolled in classical studies will take one type of course – university preparation – while students enrolled in international languages will choose between two types of courses – university preparation and open.

Students may begin the study of a classical or an international language in any grade of secondary school. For this reason, progression is indicated by levels rather than grades. Classical languages are offered at three levels, and international languages at four levels in the secondary school program for Grades 9 to 12. This document sets out the curriculum expectations for classical language courses at Levels 2 and 3, and for international language courses at Levels 3 and 4.

The course on classical civilization is offered as a Grade 12 course.

Teaching Approaches

It is important that students have opportunities to learn in a variety of ways: individually and cooperatively; independently and with teacher direction; through hands-on activities; and through the study of examples followed by practice. There is no single correct way to teach or to learn. The nature of the classical studies and international language curriculum calls for a variety of strategies for learning. The strategies should vary according to the curriculum expectations and the needs of the students.

Curriculum Expectations

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations are listed for each *strand*, or broad curriculum area, of each course. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The *specific expectations* describe the expected knowledge and skills in greater detail. The organization of expectations in strands is not meant to imply that the expectations in any one strand are achieved independently of the expectations in the other strands.

Expectations for all classical language and international language courses are sequential in nature; skills increase in complexity, level of difficulty, and scope. Grammar and language knowledge developed in the initial courses are reviewed and extended in each subsequent year of study. The initial courses, then, provide students with the knowledge and skills base necessary for further study. With the completion of university preparation courses, students are prepared to study a classical or an international language at the postsecondary level.

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kinds of skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. They are intended as a guide for teachers rather than as an exhaustive or mandatory list.

Classical Studies

Overview

The study of Latin, ancient Greek, and classical civilization introduces students to the cultural roots of Western societies. By learning classical languages, students become more aware of grammar in English and other modern languages. In addition, the study of Latin and/or ancient Greek root words increases their vocabulary and improves their spelling. As a consequence, students enrolled in classical studies courses are able to speak, read, and write with greater proficiency, and are able to learn other languages more readily. Moreover, in all classical studies courses, the knowledge students gain of the literature, mythology, and art, as well as of the commercial and social practices, of ancient civilizations enables them to better appreciate and respect their own heritage and that of others. The discoveries of archaeology have contributed significantly to our knowledge of the geography and history of the classical world as well as to our understanding of its culture, particularly its art and architecture. For this reason, archaeology and its developments play an important part in classical studies.

Courses in classical languages are taught primarily in English. Through activities such as presentations, reports, debates, and seminars, students learn to work cooperatively, develop thinking and communication skills, and acquire self-confidence. The study of classical languages and civilization challenges students intellectually and gives them an opportunity to develop the knowledge and discipline they need to succeed in postsecondary studies and the workplace of the twenty-first century.

Courses and Credits

Level/ Grade	Course Name	Course Type	Course Code	Prerequisite
Level 2	Classical Languages	University	LVGBU (Ancient Greek) LVLBU (Latin)	Level 1 Classical Languages, Academic
Level 3	Classical Languages	University	LVGCU (Ancient Greek) LVLCU (Latin)	Level 2 Classical Languages, University
Grade 12	Classical Civilization	University	LVV4U	Grade 10 English, Academic or Applied

Note: Each of the courses listed above is worth one credit.

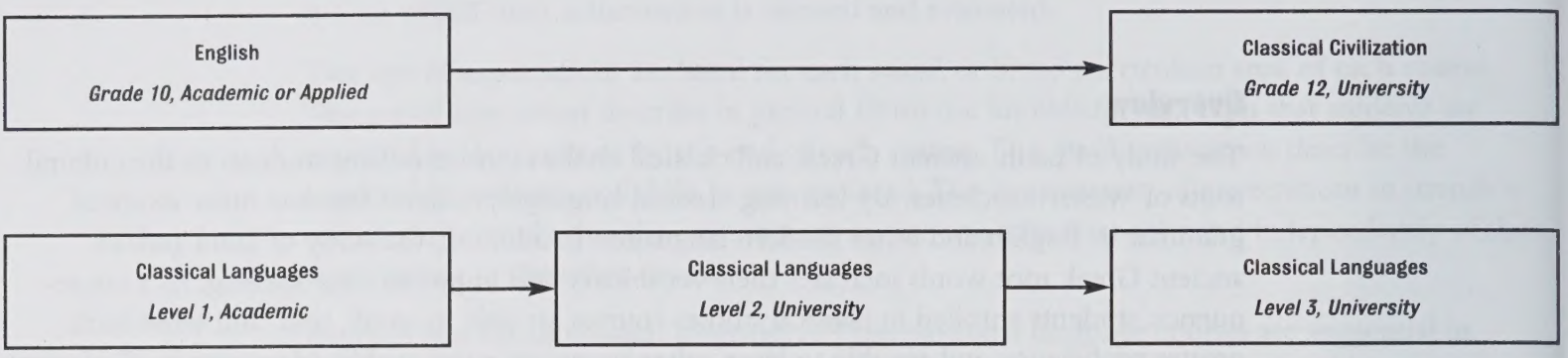
The complete classical language program has three levels. Students can begin a course at Level 1 in any year of their secondary school program. Students may earn more than one credit per level in classical languages by studying more than one language. For example, a student who successfully completes a Level 2 course in both Latin and ancient Greek will earn two credits at Level 2.

Students who have successfully completed a course in a classical language (Latin or ancient Greek) at Level 3 will be prepared to study that language at the postsecondary level.

A student may take the Grade 12 classical civilization course in Grade 11.

Prerequisite Chart for Classical Studies

This chart maps out all the courses in the classical studies program and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



Courses at Levels 2 and 3, and courses in Grade 12, are designed to be offered as full-credit courses. However, half-credit courses may be developed for specialized programs, as long as the original course is not designated as a requirement for entry into a university program. Individual universities will identify the courses that are prerequisites for admission to specific programs. Such courses must be offered as full-credit courses, to ensure that students meet admission requirements.

Half-credit courses developed from Level 1–3 classical language courses, or from Grade 9–12 courses in other subjects, require a minimum of fifty-five hours of scheduled instructional time and must adhere to the following conditions:

- The two half-credit courses created from a full course must together contain all of the expectations of the full course, drawn from all of the strands of that course and divided in a manner that best enables students to achieve the required knowledge and skills in the allotted time.
- A course that is a prerequisite for another course in the secondary curriculum may be offered as two half-credit courses, but students must successfully complete both parts of the course to fulfil the prerequisite. (Students are not required to complete both parts unless the course is a prerequisite for another course that they wish to take.)
- The title of each half-credit course must include the designation Part 1 or Part 2. A half-credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript.

Boards will ensure that all half-credit courses comply with the conditions described above, and will report all half-credit courses to the ministry annually in the School September Report.

Strands

Courses in Classical Languages

The program in classical languages places emphasis on written rather than oral forms of communication. The expectations for courses in classical languages are divided into four distinct but related strands:

1. Oral Communication (Listening, Speaking)
2. Reading
3. Writing
4. Application of Knowledge of the Classical Language to Other Contexts

The section "Grammar and Language Knowledge", which follows the strands, outlines elements of grammar and language usage that students are expected to master through work done in the four strands.

Oral Communication: Listening. Students listen to words, phrases, or passages in the classical language in order to hear the standard pronunciation and to improve their reading comprehension. Students listen to explanations of grammar and aspects of ancient societies in English. Discussions and activities are also conducted in English.

Oral Communication: Speaking. Students speak primarily in English in classical language courses, but they are required to read aloud words, phrases, sentences, and passages in the classical language. Students can also give oral responses, in Latin or ancient Greek, to questions, and use the language in exercises, drills, skits, and dialogues.

Reading. Students read passages in the classical language silently for the purpose of comprehension. Explanations of grammar and information about ancient societies, as well as research material, are read in English.

Writing. Students write, in English, responses to questions, as well as translations, summaries, and paraphrases of passages in the classical language. They also write notes about grammar and reports on ancient societies in English. Students compose phrases and simple sentences in the classical language to consolidate their knowledge of grammar.

Application of Knowledge of the Classical Language to Other Contexts. Students apply their knowledge of the grammar of Latin or ancient Greek to consolidate their understanding of texts in English and other languages. They expand their vocabularies in these languages by using their knowledge of Latin or ancient Greek root words. They draw on their knowledge of ancient societies, acquired through reading and research, to enrich their understanding of their own and other cultures.

The Course on Classical Civilization

The expectations for the classical civilization course are divided into five distinct but related strands:

1. Mythology
2. Art, Architecture, and Archaeology
3. Literature
4. History and Geography
5. Philosophy and Religion

Mythology. The study of mythology is essential to the interpretation of the classical world. Students explore various types of myths in order to understand the arts (visual arts, music, literature), philosophy, religion, science, and politics of the ancient world, as well as its vast influence on the thought and arts of the modern world. The exploration of myths will enable students to recognize and understand some universal aspects of human behaviour and so come to see common elements in all cultures. The study of mythology will include reference to elements of ancient Greek and/or Latin.

Art, Architecture, and Archaeology. The study of the physical remains of classical antiquity is essential to the understanding of the people who produced the original structures and works of art. Students explore the art and architecture of the ancient world largely through a study of the archaeological discoveries related to this period. The buildings and works of art brought to light by archaeology have profoundly influenced later societies. The study of the art and architecture of the classical world will include reference to elements of ancient Greek and/or Latin.

Literature. The poetry, drama, novels, historical writings, and speeches of classical authors have served as models for later writers and provide insights into the thoughts, beliefs, and feelings of the people of antiquity. These works bring history to life. By studying them, students will gain a deeper understanding and appreciation of other forms of literature and of their own place in the world. The study of literature will include reference to elements of ancient Greek and/or Latin.

History and Geography. The study of the history of classical cultures is important for an understanding of their development as well as an appreciation of their influence on Western thought and civilization. The geography of the classical world is also relevant to a study of its cultures because it influenced the development of its institutions, the composition of its society, and social customs. In addition, the political, military, and economic interaction of the peoples of the classical world played a key part in the development of its cultures, and therefore ultimately in its influence on the Western world. Our Canadian political institutions, for example, can be directly linked to the development of democracy in ancient Athens. The study of history and geography will include reference to elements of ancient Greek and/or Latin.

Philosophy and Religion. Every culture is based on certain philosophical or religious beliefs, which are reflected in its oral and written literature, art, architecture, and social order. Classical philosophies and religions were central to the development of Western thought and religious expression. By studying these aspects of culture, students will be able to better understand ancient societies and to formulate and express their own ideas about the world around them. The study of philosophy and religion will include reference to elements of ancient Greek and/or Latin.

Classical Languages, Level 2, University Preparation (Greek/Latin – LVGBU/LVLBU)

This course provides students with opportunities to continue their exploration of the achievements of the ancient world through the study of Latin or ancient Greek. Students will read and translate more complex passages in the classical language and will learn the vocabulary and grammar essential for these activities. English is the language of instruction. Through a variety of methods, such as dramatizations, presentations, and hands-on activities, students will investigate aspects of the culture and beliefs of the ancient world, including science, religion, and customs.

Prerequisite: Classical Languages, Level 1, Academic

Oral Communication: Listening

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of spoken Latin or ancient Greek appropriate to the level;
- show an understanding of various aspects of ancient societies.

Specific Expectations

By the end of this course, students will:

– demonstrate an understanding of words, phrases, sentences, questions, and passages in Latin or ancient Greek by correctly answering questions and accurately translating material;

– demonstrate an understanding of grammar and vocabulary in passages of Latin or ancient Greek presented orally (e.g., in passages read by the teacher, passages dramatized by peers, taped materials);

– demonstrate knowledge of aspects of ancient societies (e.g., scientific theories, technological innovations, practice of medicine) by responding to information presented orally (e.g., in presentations, oral reports, talks by guest speakers).

Oral Communication: Speaking

Overall Expectations

By the end of this course, students will:

- communicate orally in the classical language, using vocabulary and grammar appropriate to the level;
- demonstrate an understanding of passages in Latin or ancient Greek appropriate to the level;
- communicate information about various aspects of ancient societies to others.

Specific Expectations

By the end of this course, students will:

- use vocabulary and standard pronunciation in Latin or ancient Greek in oral language activities (e.g., dialogues, dramatizations);
- use grammatical constructions appropriate to the level in Latin or ancient Greek in oral exercises (e.g., form-and-ending drills, exercises that involve unscrambling sentences);
- use their knowledge of Latin or ancient Greek root words and grammar to speak correctly in English;
- convey the meaning of passages in the classical language appropriate to the level by accurately translating, paraphrasing, and summarizing the passages, and answering questions, both with and without preparation (sight translations);
- show an understanding of the material studied by expressing personal interpretations (e.g., in group discussions, presentations, and debates);
- demonstrate a detailed knowledge of cultural aspects of ancient societies by sharing information in various group activities (e.g., debates, contests) and individual oral presentations (e.g., book reviews, reports on topics such as ancient medicine).

Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of passages in the classical language appropriate to the level;
- demonstrate knowledge of a broad range of topics relating to ancient societies.

Specific Expectations

By the end of this course, students will:

- read passages in the classical language for comprehension of main ideas and respond through a variety of activities;
- identify grammatical constructions appropriate to the level in Latin or ancient Greek passages, as well as in English texts (e.g., subjunctives, participles, deponents/middle voice verbs, imperatives);
- use knowledge of the vocabulary and grammar of the classical language to increase reading comprehension;
- demonstrate knowledge of various aspects of ancient societies gained through reading a variety of materials (e.g., historical fiction, newspaper and magazine articles, CD–ROMs) in detailed reports, presentations, and discussions.

Writing

Overall Expectations

By the end of this course, students will:

- write sentences in the classical language, including answers to questions, using grammar and vocabulary appropriate to the level;
- use correct vocabulary and grammar in English;
- demonstrate an understanding of passages in the classical language in various writing activities;
- show an understanding of ancient societies in various writing activities.

Specific Expectations

By the end of this course, students will:

- use Latin or ancient Greek vocabulary correctly and appropriately in a variety of writing activities (e.g., sentence composition, crossword puzzles);
- apply grammatical forms appropriate to the level correctly in the classical language in question-and-answer activities (e.g., sentence completion and multiple-choice exercises, sentence composition);
- use correct grammar and vocabulary in English in a variety of writing activities;
- use their knowledge of Latin or ancient Greek root words and grammar when writing in English;
- demonstrate an understanding of passages in the classical language by writing translations, paraphrases, and summaries, as well as answers to questions, both with and without preparation (sight passages);
- produce pieces of writing in a variety of forms (e.g., journals, film reviews, short essays) to express personal reactions to material studied, using correct vocabulary and grammar in English;
- demonstrate knowledge of aspects of ancient culture in various pieces of writing intended for peers, teachers, or the general public (e.g., book reports, essays and fact sheets to accompany visual displays).

Application of Knowledge of the Classical Language to Other Contexts

Overall Expectations

By the end of this course, students will:

- identify and describe the influence of the classical language on the formation of other languages;
- apply their knowledge of Latin or ancient Greek vocabulary and grammar to English and other languages;
- show an understanding of the influence of classical culture on later societies.

Specific Expectations

By the end of this course, students will:

- demonstrate their knowledge of a wide range of words derived from the classical language in English and other languages (e.g., create a glossary of words relating to science or music);
- identify Latin and/or ancient Greek phrases and abbreviations that are used today (e.g., in mottoes, in fields such as medicine and law);
- use correctly grammatical forms that are common to the classical language, English, and other languages in speaking and writing activities (e.g., use subordinate clauses in complex sentences correctly);
- speak and write in English with clarity, precision, and good diction;
- gather and analyse archaeological information relating to the ancient world, using a variety of electronic and print sources (e.g., the Internet, software packages, books);
- show the influence of classical culture on later societies in areas such as science, art, and philosophy in various projects (e.g., prepare a presentation showing the widespread use of classical images and allusions in advertising).

Grammar and Language Knowledge

Classical Languages, Level 2

By the end of the second course in a classical language, students will be able to recognize and apply correctly the following grammatical items in various language activities.

Students' familiarity with these items will vary according to the text and materials used in the classroom. Students are expected to recognize and use only those items of language that have been introduced in the text used for this level. The study of vocabulary and word derivation will also vary with the text used.

Latin

Nouns

- all cases – nominative, genitive, dative, accusative, vocative, and ablative
- all declensions (e.g., *femina, servus, templum, senex, fructus, dies*)

Adjectives

- all cases – nominative, genitive, dative, accusative, vocative, and ablative
- all declensions (e.g., *stultus, -a, -um; fortis*)
- positive, comparative, and superlative degrees (e.g., *stultus, stultior, stultissimus*)

Adverbs

- regular and irregular adverbs (e.g., *fortiter, plus*)
- positive, comparative, and superlative degrees (e.g., *fortiter, fortius, fortissime*)

Verbs

- present tense – indicative, imperative, and infinitive moods; active and passive voices (e.g., *ambulo, ambula!*)
- imperfect tense – indicative and subjunctive moods; active and passive voices (e.g., *ambulabam*)
- perfect tense – indicative mood; active and passive voices (e.g., *ambulavi*)
- pluperfect tense – indicative and subjunctive moods; active and passive voices (e.g., *ambulaveram*)
- deponent verbs – present, imperfect, perfect, and pluperfect tenses; indicative mood (e.g., *conor, conabar*)
- principal parts of verbs (e.g., *ambulo, ambulare, ambulavi, ambulatum*)
- participles – present active, perfect passive, perfect active (e.g., deponents), and future active

Note: Above forms apply to regular verbs and the irregular verbs *sum, possum, volo, nolo.*

Syntax

- word order
- subject-verb agreement (e.g., *Caecilius scribit*)
- uses of cases – expressions of time (ablative, accusative); ablative of means; ablative of agent; and ablative absolute construction
- uses of subjunctive – *cum* clauses; result clauses; indirect commands; indirect questions; and purpose clauses
- choice and use of prepositions
- choice and use of conjunctions

Ancient Greek

Nouns
- all cases and declensions

Adjectives
- comparative and superlative degrees (e.g., *kakion, kakistos*)
- demonstrative adjectives (e.g., *houtos*)
- attributive and predicate positioning

Pronouns
- interrogative and indefinite pronouns (e.g., *tis, ti*)

Verbs
- present, imperfect, aorist, and future tenses – indicative mood; active, middle, and passive voices (e.g., *lusomai*)
- present, aorist, future participles; all voices (e.g., *lusomenos*)
- present, aorist, and future tenses (including *-mi* verbs) – infinitive mood (e.g., *lusai*)
- principal parts of verbs (e.g., *luo, luso, elusa, lekuka, lelumai, eluthen*)

Syntax
- uses of cases – expressions of time (genitive, dative, accusative); genitive absolute construction
- indirect statements
- choice and use of prepositions (e.g., *apo* + the genitive)
- choice and use of conjunctions (e.g., *alla*)

Classical Languages, Level 3, University Preparation (Greek/Latin – LVGCU/LVLCU)

This course provides students with opportunities to further develop their knowledge of the achievements of the ancient world through the study of Latin or ancient Greek. Students will read and translate a broad selection of classical prose and poetry and will learn the vocabulary and grammar essential for these activities. English is the language of instruction. Through a variety of enrichment activities, such as contests, seminars, and re-enactments, students will explore elements of the civilization of the ancient world, such as engineering, architecture, politics, and literature.

Prerequisite: Classical Languages, Level 2, University Preparation

Oral Communication: Listening

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of spoken Latin or ancient Greek appropriate to the level;
- demonstrate a detailed knowledge of ancient societies.

Specific Expectations

By the end of this course, students will:

– demonstrate an understanding of spoken prose and poetry in the classical language by accurately translating and paraphrasing passages, and answering questions correctly;

– show an understanding of sophisticated vocabulary and grammatical forms in Latin or ancient Greek presented orally in a variety of contexts;

– show extensive knowledge of ancient societies and of the culture of the classical world by responding appropriately to presentations (e.g., discuss information presented by guest lecturers or peers).

Oral Communication: Speaking

Overall Expectations

By the end of this course, students will:

- communicate complex ideas in the classical language, using vocabulary and grammar appropriate to the level;
- demonstrate an understanding of original and adapted passages in the classical language by responding in various ways;
- apply a detailed knowledge of ancient societies in a variety of appropriate contexts.

Specific Expectations

By the end of this course, students will:

– recite classical poetry with appropriate expression, correct pronunciation, and accurate understanding of metre;

– use extensive knowledge of Latin or ancient Greek root words and correct grammar in English in oral language activities (e.g., in doing a critical analysis of a passage orally);

– convey the meaning of a variety of passages in the classical language by translating, paraphrasing, and summarizing the passages, both with and without preparation (sight passages);

– evaluate the style of passages in the classical language orally;

– show an understanding of classical prose and poetry studied by expressing personal reactions in a variety of group activities (e.g., literary debates, panel discussions);

– demonstrate extensive knowledge of aspects of ancient culture in oral presentations (e.g., research report, seminar paper).

Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a wide variety of passages in the classical language;
- demonstrate a detailed knowledge of ancient societies.

Specific Expectations

By the end of this course, students will:

- read adapted and original prose and poetry in the classical language (e.g., letters, epigrams, speeches, lyric poems) and demonstrate understanding of content and style in a variety of activities;
- apply knowledge of complex grammatical constructions in the classical language (e.g., conditional clauses, ablative absolute, gerunds, and gerundives) to increase reading comprehension;
- use dictionaries and commentaries to determine the meaning of classical words and passages;
- demonstrate extensive knowledge of classical culture gained through reading (e.g., reference books, ancient texts in the classical language or in English translation) in independent study projects, seminars, and debates.

Writing

Overall Expectations

By the end of this course, students will:

- write sentences and short paragraphs in the classical language, using grammar and vocabulary appropriate to the level;
- demonstrate an understanding of a variety of passages in the classical language in writing activities;
- demonstrate extensive knowledge of ancient societies in a variety of writing activities.

Specific Expectations

By the end of this course, students will:

- use Latin or ancient Greek vocabulary, including synonyms and idiomatic expressions, correctly and appropriately in a variety of writing activities (e.g., computer drills, exercises involving sentence completion);
- apply grammatical forms in the classical language correctly in response activities (e.g., sentence composition, multiple-choice and matching exercises);
- demonstrate extensive knowledge of vocabulary and relevant grammar, as well as precision in the use of language, when writing in English;
- convey the meaning of prose and poetry passages in the classical language by writing translations, paraphrases, and summaries of the passages, as well as answers to questions, with and without preparation (sight passages);
- scan major poetic metres (e.g., dactylic hexameter, elegiac couplet);
- demonstrate extensive knowledge of classical culture in major writing projects (e.g., an essay comparing several classical literary works, a presentation focusing on a comprehensive analysis of a classical text).

Application of Knowledge of the Classical Language to Other Contexts

Overall Expectations

By the end of this course, students will:

- identify and describe the influence of the classical language on the formation of other languages;
- apply extensive knowledge of Latin or ancient Greek grammar and vocabulary to the study of English and other languages;
- make comparisons between ancient and other societies.

Specific Expectations

By the end of this course, students will:

- identify and use accurately an extensive range of words derived from the classical language in English and other languages (e.g., identify the root words of literary terms);
- demonstrate an understanding of terms derived from the classical language that are used today in fields such as literary analysis and philosophy;
- use correctly sophisticated grammatical forms that are common to the classical language, English, and other languages in speaking and writing activities (e.g., use conditional sentences correctly and in appropriate contexts);
- speak and write in English with increased clarity and precision, and improved diction;
- gather and analyse information about the ancient world, using a variety of electronic and print sources (e.g., the Internet, software packages, and books);
- show the influence of classical culture on later societies in areas such as literature, law, and theology (e.g., compare aspects of modern law with the law practised in ancient societies).

Grammar and Language Knowledge

Classical Languages, Level 3

By the end of the third course in a classical language, students will be able to recognize and apply correctly the following grammatical items in a variety of language activities.

Students' familiarity with these items will vary according to the text and materials used in the classroom. Students are expected to recognize and use only those items of language that have been introduced in the text used for this level. The study of vocabulary and word derivation will also vary with the text used.

Latin

Nouns

- all cases – nominative, genitive, dative, accusative, vocative, and ablative
- all declensions (e.g., *femina, servus, templum, senex, fructus, dies*)
- some irregular nouns (e.g., *vis*)

Adjectives

- all cases – nominative, genitive, dative, accusative, vocative, and ablative
- all declensions (e.g., *stultus, -a, -um; fortis*)
- positive, comparative, and superlative degrees (e.g., *stultus, stultior, stultissimus*)
- some irregular adjectives (e.g., *plus*)

Adverbs

- positive, comparative, and superlative degrees (e.g., *fortiter, fortius, fortissime*)
- some irregular adverbs (e.g., *bene*)

Pronouns

- personal pronouns (e.g., *ego, tu*); demonstrative pronouns (e.g., *hic, haec, hoc*); relative pronouns (e.g., *qui, quae*); interrogative pronouns (e.g., *quis? quid?*); intensive pronouns (e.g., *ipse, ipsa*); and reflexive pronouns (e.g., *me, te, se*)
- all cases – nominative, genitive, dative, accusative, vocative, and ablative

Verbs

- present tense – indicative, imperative, and infinitive moods; active and passive voices (e.g., *ambulas, ambulate!*)
- imperfect tense – indicative and subjunctive moods; active and passive voices (e.g., *ambulabam*)
- perfect tense – indicative, infinitive, and subjunctive moods; active and passive voices (e.g., *ductus sum; ductus sim*)
- pluperfect tense – indicative and subjunctive moods; active and passive voices (e.g., *ambulaveram, ambulavissem*)
- future tense – indicative and imperative moods; active and passive voices (e.g., *ambulabo*)
- future perfect tense (e.g., *ambulavero*)
- deponent verbs – present, imperfect, and perfect tenses; indicative, infinitive, and subjunctive moods (e.g., *conor, conari, conatus sum*)
- principal parts of verbs (e.g., *ambulo, ambulare, ambulavi, ambulatum*)
- regular and irregular verbs (e.g., *sum, esse, fui*)
- participles – present active, perfect passive, perfect active (e.g., deponents), and future active
- gerunds and gerundives (e.g., *ambulandum*)
- impersonal verbs (e.g., *licet, taedet*)

Syntax

- some uses of all cases (e.g., ablative absolute, partitive genitive, dative of possession)
- indirect statements
- conditional clauses with indicative and subjunctive moods
- uses of subjunctive – *cum* clauses; result clauses; indirect commands; indirect questions; purpose clauses; clauses of fearing; and jussive, deliberative, and conditional clauses

Ancient Greek

Nouns

- all cases and declensions
- some irregular nouns (e.g., *presbys*)

Adjectives

- all cases and declensions
- positive, comparative, and superlative degrees (e.g., *chalepotatos*)
- some irregular adjectives (e.g., *kakistos*)

Adverbs

- all forms

Pronouns

- personal pronouns (e.g., *ego*); reflexive pronouns (e.g., *emautou*); reciprocal pronouns (e.g., *allelon*); possessive pronouns (e.g., *auton*); interrogative pronouns (e.g., *tis, ti*); indefinite pronouns (e.g., *tis, ti*); and relative pronouns (e.g., *hos, he, ho*)

Verbs

- all tenses, moods, and voices
- regular and irregular verbs (e.g., *egnon*)
- impersonal verbs (e.g., *dokei*)

Syntax

- all uses of cases
- indirect statements
- uses of subjunctive – hortatory clauses; deliberative questions; prohibitive commands; purpose clauses; clauses of fearing; indefinite clauses; conditional clauses; indirect speech
- uses of optative – clauses expressing a wish; clauses expressing potential; future-less-vivid conditions; indirect speech
- numbers
- choice and use of prepositions
- choice and use of conjunctions

Classical Civilization, Grade 12, University Preparation (LVV4U)

This course allows students to explore the beliefs and achievements of the classical world, which have shaped Western thought and civilization. Students will investigate such aspects of classical culture as its mythology, art, literature, and philosophy, as well as elements of ancient Greek and Latin, through a variety of activities such as dramatizations, audio-visual presentations, and discussions. By reading classical authors in English and examining archaeological evidence, students will enhance both their communication skills and their ability to think critically and creatively.

Prerequisite: English, Grade 10, Academic or Applied

Mythology

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the characteristics and functions of myths;
- explain the impact of mythology on the arts (e.g., literature, music, sculpture, painting) and the sciences (e.g., psychology, astronomy);
- apply their knowledge of Latin and/or ancient Greek in the study of mythology (e.g., in examining the names of gods and heroes, and place names such as *Hades, Tartarus, Elysium*).

Specific Expectations

By the end of this course, students will:

- describe some of the essential aspects and characteristics of myths (e.g., myths originate in a culture's oral traditions; they reflect aspects of culture, especially religious beliefs);
- identify different types of myth (e.g., heroic quests, creation myths) and explain their significance, orally and in writing;
- trace English words used in the study and discussion of mythology to their Latin and ancient Greek roots (e.g., *myth* comes from the Greek word *mythos; etiological* comes from the Greek words *aitia* and *logos*);
- identify and demonstrate an understanding of aspects of modern culture that show the influence of myths (e.g., some of Freud's theories) as well as some universal character traits and personality types by applying their knowledge of classical mythology (e.g., explain Freud's use of classical mythology);
- compare classical myths of various types (e.g., creation myths, myths of heroic quests) with the myths of other cultures;
- show an understanding of the myths studied by expressing personal interpretations orally (e.g., in group discussions, dramatizations, presentations, skits) and in writing (e.g., in journals, plays, and essays);
- identify elements of classical mythology in art (e.g., in paintings, mosaics, sculptures), literature, and music.

Art, Architecture, and Archaeology

Overall Expectations

By the end of this course, students will:

- identify a variety of styles and features in art and architecture, and define the terms used to describe and study them;
- apply knowledge gained through the study of archaeological findings in their exploration of daily life and culture in classical times.

Specific Expectations

By the end of this course, students will:

- identify correctly different architectural features and explain their functions (e.g., the different orders of columns; parts of classical houses and public buildings; different types of arches and their uses);
- define architectural terms (e.g., *pediment, stylobate, portico, column, peristyle*) taken directly from ancient Greek (e.g., *stylobaton, peristylion*) and Latin (e.g., *porticus, pedimentum, columna*);
- demonstrate knowledge of some of the ways in which classical architecture influenced later building styles and engineering developments (e.g., identify examples of classical style in local architecture);
- describe various pottery styles (e.g., black figure, red figure, *krater, kylix*) and explain the uses of the artifacts that exemplify them in projects and presentations involving the use of slides or photographs;
- show an understanding of different styles of sculpture (e.g., Orientalized, archaic, classical, Hellenistic, Roman) in a variety of activities (e.g., slide/picture identification, creation of replicas, presentations);
- explain aspects of life in ancient times (e.g., the existence of a trade system involving other civilizations; the level of wealth in the society; the social order; burial customs; the level of literacy) by making inferences from artifacts and sites discovered through archaeological exploration;
- apply their knowledge of archaeological discoveries to classical literature (e.g., apply knowledge of the findings at Troy to explore and understand the importance of the *Iliad*).

Literature

Overall Expectations

By the end of this course, students will:

- demonstrate knowledge of a variety of genres and themes in classical literature, as well as an understanding of Latin and ancient Greek terms used in literature;
- identify the similarities between the themes and genres of classical literature and those that appear in the literature of later cultures;
- identify some of the ways in which classical literature has influenced the literature (e.g., plays, poetry, novels) and other art forms (e.g., sculpture, painting) of later cultures.

Specific Expectations

By the end of this course, students will:

- explain literary terms taken directly from ancient Greek and Latin (e.g., *deus ex machina, dramatis personae, exit, exeunt*);
- read classical works and analyse them with reference to plot, characterization, and stylistic devices (e.g., use of metaphors, similes, allusions, personification, foreshadowing);
- trace the development of themes in a play or other work of literature;
- explain the relationship between the literary works studied and the cultural/historical context in which they were produced (e.g., explain the connection between the *Aeneid* and Roman propaganda in the first century);
- show a critical understanding and appreciation of the works studied (e.g., write a book report; compare Roman love poetry to Shakespearean sonnets; compare classical authors to each other);
- interpret later works of art (e.g., Renaissance paintings on classical themes; operas based on classical literary figures) by relating the works to classical literature;
- show an understanding of the works studied by expressing personal responses in writing (e.g., write a journal commenting on the changing role of women in ancient Greece or Rome; write from the point of view of a character in a work studied; write newscasts describing specific events in ancient times).

History and Geography

Overall Expectations

By the end of this course, students will:

- apply knowledge of history and geography to the materials studied in class;
- demonstrate an understanding of classical history and geography;
- demonstrate an awareness of cultures that were contemporary with those of ancient Greece and Rome;
- apply knowledge of classical political and social institutions to an understanding of other societies.

Specific Expectations

By the end of this course, students will:

- identify correctly the geographic location of places in the classical world (e.g., locate places mentioned in literature, mythology, and history);
- explain the impact of historical developments on culture (e.g., the impact of the Persian Wars on the building of the Parthenon) orally as well as in writing;
- show an understanding of the relationship between the history, geography, and literature/mythology of ancient Greece and Rome (e.g., trace Odysseus' route home through the Mediterranean; outline the connection between the *Aeneid* and the Punic Wars);
- show the relationship between the societies of ancient Greece and Rome and the societies of other ancient civilizations (e.g., Egyptian, Hebrew, Chinese, Mayan, and Indian societies) in a variety of projects;
- define the term *classical studies* as it pertains to the world of the Greeks and Romans and other ancient cultures;
- demonstrate the ability to analyse ancient societies in terms of social organization and class structure (e.g., gender roles, class divisions, slavery) and make comparisons with other societies through the ages;
- demonstrate knowledge of the influence of classical political, legal, and cultural institutions on later societies (e.g., the widespread adoption of democracy, Canada's legal system);
- explain the origins, in ancient Greek and Latin, of terms used in history, law, politics, and geography (e.g., *democracy, history, geography, modus operandi*).

Philosophy and Religion

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of various philosophies and religions found in ancient Greece and Rome;
- explain ancient Greek and Latin philosophical and religious terms;
- demonstrate an understanding of the influence of the philosophies and religions of ancient Greece and Rome on classical and other societies.

Specific Expectations

By the end of this course, students will:

- identify key figures and theories in the development of classical philosophies (e.g., Socrates, Plato, Aristotle, Epictetus, Marcus Aurelius, Boethius, the theory of forms, Epicureanism, Stoicism);
- demonstrate an understanding of philosophical terms derived from ancient Greek and Latin (e.g., *idea, psyche, summum bonum*);
- apply an understanding of classical philosophy to classical history and literature (e.g., examine the influence of Stoicism on Marcus Aurelius' term as emperor; outline the role of Platonic philosophy in the development of formal education; explain Aristotle's role as tutor of Alexander the Great) in a variety of activities (e.g., debates, discussions, presentations, creative projects);
- analyse the role of philosophy in the development of scientific thought (e.g., examine the origins of the Hippocratic oath, the development of Democritus' theory of the atom, Aristotle's organization of the natural world) in a variety of activities (e.g., research projects, seminars, creative projects);
- identify and describe the different religions found in the ancient world (e.g., mystery religions, Mithraism, Judaism, Christianity, the celebration of the Eleusinian mysteries, state religion, the worship of Isis and other mythological deities);
- demonstrate an understanding of Latin and ancient Greek religious terms (e.g., *Pontifex Maximus, augur, liturgia*);
- compare religious beliefs and myths in the ancient world (e.g., relate myths of creation to the Eleusinian mysteries, the worship of Dionysus, and the worship of the Magna Mater);
- compare the religions and myths of the classical world to those of other cultures;
- analyse the influence of religion on classical culture (e.g., emperor-worship; the amalgamation of deities from different cultures; the adoption of Christianity by the Roman Empire) in a variety of activities (e.g., discussions, research projects, and seminars).

International Languages

Overview

Language is our principal means of communication. As societies around the world become more closely linked through advances in technology, the ability to communicate in more than one language becomes increasingly important. The study of languages helps students to express themselves with confidence and develops their ability to solve problems and to think creatively. These skills enable students to analyse and use information from around the world and to communicate effectively in the international language for both business and personal purposes.

The international language program develops students' oral communication and listening skills, and enhances their general learning skills. In addition, the interdisciplinary nature of language allows students to explore such related areas of study as history, geography, music, art, literature, business, and world issues.

The courses outlined in this document accommodate the various international language credit courses offered in Ontario schools, including courses in European, African, Middle Eastern, and Asian languages. Any course developed in an international language must adhere to a course outlined in this document, giving students the opportunity to achieve all the expectations described for that course.

Courses and Credits

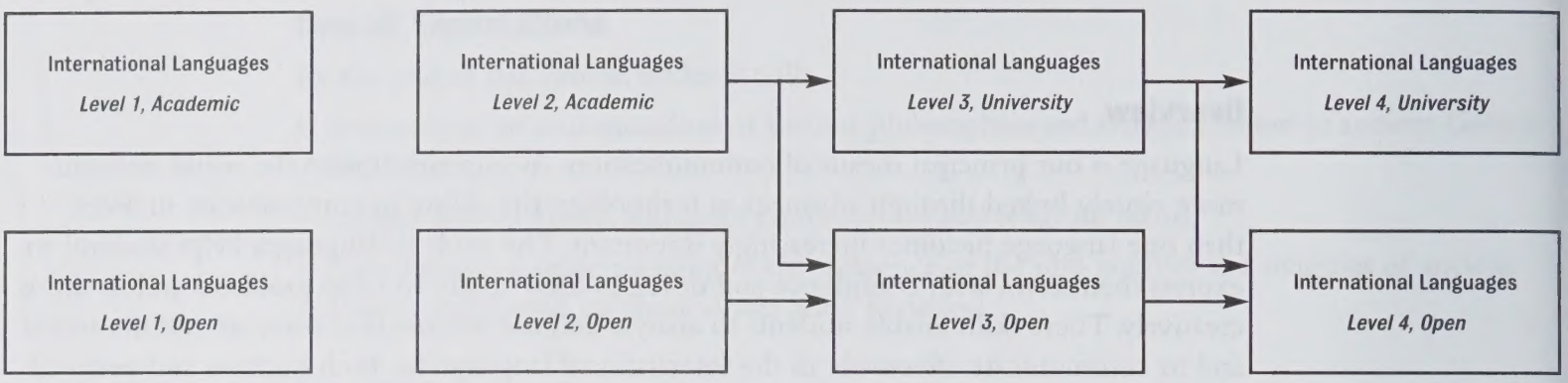
Level	Course Name	Course Type	Course Code*	Prerequisite
Level 3	International Languages	University	LBACU–LYXCU	Level 2 International Languages, Academic
Level 3	International Languages	Open	LBACO–LYXCO	Level 2 International Languages, Academic or Open
Level 4	International Languages	University	LBADU–LYXDU	Level 3 International Languages, University
Level 4	International Languages	Open	LBADO–LYXDO	Level 3 International Languages, University or Open

Note: Each of the courses listed above is worth one credit.

* This column lists the range of course codes for courses at Levels 3 and 4 in the international language program. For a complete list of course codes for the various international language courses, see the list of common course codes posted on the ministry's website, at www.edu.gov.on.ca. The course codes consist of five characters. The first three characters identify the language under study and the audience for the course – that is, native speakers or non-native speakers (e.g., LWS is the code for Spanish for non-native speakers, and LWE is the code for Spanish for native speakers); the fourth character identifies the course level (i.e., *C* and *D* refer to Level 3 and Level 4, respectively); and the fifth character identifies the type of course (i.e., *U* refers to "university preparation" and *O* refers to "open"). Hence, the course code for a Level 3 university preparation course in Spanish for non-native speakers is LWSCU. Each international language course should be identified by its appropriate course code.

Prerequisite Chart for International Languages

This chart maps out all the courses in the international language program and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



Note: Prerequisites for Level 2 International Languages, Academic or Open, will be determined by school boards, depending on the structure of their international language program.

This document outlines the final two years – Levels 3 and 4 – in a sequence of four years of study for each international language. Two types of courses – university preparation and open – are available at Levels 3 and 4. It should be noted that students who have taken an open course at one level may take a university preparation course at the next level if they successfully complete a transfer course.

Depending on the needs of the community, boards and schools may choose to offer their program beginning at either Level 1 or Level 2. However, if a school decides to begin its program at Level 2, it must ensure that students achieve the expectations of both Level 1 and Level 2 by the end of the Level 2 course.

Students may earn only one credit per level in each international language. Those who study more than one international language at the same level may earn a credit for each course they complete successfully (e.g., Italian, Level 3, and Cantonese, Level 3).

Students who have successfully completed a university preparation course in an international language at Level 4 will be prepared to study that language at the postsecondary level.

Courses at Levels 3 and 4 are designed to be offered as full-credit courses. However, half-credit courses may be developed for specialized programs, as long as the original course is not designated as a requirement for entry into a university program. Individual universities will identify the courses that are prerequisites for admission to specific programs. Such courses must be offered as full-credit courses, to ensure that students meet admission requirements.

At Levels 1–4, half-credit courses, which require a minimum of fifty-five hours of scheduled instructional time, must adhere to the following conditions:

- The two half-credit courses created from a full course must together contain all of the expectations of the full course, drawn from all of the strands of that course and divided in a manner that best enables students to achieve the required knowledge and skills in the allotted time.

- A course that is a prerequisite for another course in the secondary curriculum may be offered as two half-credit courses, but students must successfully complete both parts of the course to fulfil the prerequisite. (Students are not required to complete both parts unless the course is a prerequisite for another course that they wish to take.)
- The title of each half-credit course must include the designation Part 1 or Part 2. A half-credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript.

Boards will ensure that all half-credit courses comply with the conditions described above, and will report all half-credit courses to the ministry annually in the School September Report.

Strands

The expectations for the international language program are divided into three distinct but related strands that correspond to the main areas of language use:

1. Oral Communication (Listening, Speaking)
2. Reading
3. Writing

The section "Grammar and Language Knowledge", which follows the strands, outlines elements of grammar and language usage that students should master through language activities in all three strands.

Oral communication, which includes listening and speaking, provides the foundation for reading and writing. Because listening and speaking are interdependent in real-life situations, these skills should be developed together. Reading is a complex process that provides a bridge between speaking and writing. Reading and writing activities serve to reinforce and consolidate students' oral language skills.

International Languages, Level 3, University Preparation (LBACU – LYXCU)

This course offers students opportunities to further develop their knowledge of the international language and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of countries where the language is spoken through a variety of print and technological resources.

Prerequisite: International Languages, Level 2, Academic

Oral Communication: Listening

Overall Expectation

By the end of this course, students will:

- demonstrate an understanding of brief oral messages, communicated in various situations and for a variety of purposes.

Specific Expectations

By the end of this course, students will:

– demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to the speaker's comments and identifying key information in a presentation;

– demonstrate an understanding of information conveyed orally in presentations and dialogues, as well as in recorded materials (e.g., material on videotape, audiotape, and CD–ROMs);

– demonstrate knowledge of the culture of countries where the language is spoken by identifying information that is relevant to course themes (e.g., identify significant artists from a particular time period).

Oral Communication: Speaking

Overall Expectation

By the end of this course, students will:

- communicate orally in various situations and for a variety of purposes, using language appropriate to the level.

Specific Expectations

By the end of this course, students will:

- use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations and discussions);
- convey and respond to a variety of messages, using vocabulary and language structures appropriate to the level (e.g., participate in a discussion of a topic);
- express opinions and ideas in prepared and open-ended conversations and discussions (e.g., comment on a newspaper article or literary work);
- demonstrate an understanding of the culture of countries where the language is spoken in oral presentations that draw on a variety of media (e.g., create a video commercial that illustrates cultural attitudes to the product advertised).

Reading

Overall Expectation

By the end of this course, students will:

- read age- and language-appropriate passages from different sources for a variety of purposes.

Specific Expectations

By the end of this course, students will:

- read, for comprehension of main ideas and expansion of vocabulary, selections from a variety of texts,* including a minimum of two genres (e.g., short stories, fables, poems, newspapers);
- read aloud with expression and accurate pronunciation;
- analyse plot, character development, and setting in novels, short stories, and poems;
- respond to the texts read in a variety of activities (e.g., summarize events, predict further developments);
- demonstrate knowledge of the culture of countries where the language is spoken in detailed and well-researched projects (e.g., prepare a presentation on a major literary figure from a country where the language is spoken).

*Students are expected to read at least 100 pages of text (50 intensive, 50 extensive) at this level.

Writing

Overall Expectation

By the end of this course, students will:

- write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

By the end of this course, students will:

- write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short report comparing their school life to that of peers living in a country where the language is spoken);
- compose and answer a variety of questions;
- express opinions and ideas in writing, using different forms and/or a model (e.g., write a short composition on a topic or issue, prepare a questionnaire for a survey);
- revise and edit their written work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs);
- demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports (e.g., write a biographical sketch of a famous person from a country where the language is spoken).

International Languages, Level 3, Open (LBACO – LYXCO)

This course provides students with opportunities to further develop their communication skills in the international language and to increase their confidence in applying them in a variety of practical situations, including contexts related to future employment. Students will engage in a variety of activities and use resources that will allow them to use the language in various real-life situations. They will also continue to explore aspects of the culture of countries where the language is spoken, and investigate careers that require facility in the language.

Prerequisite: International Languages, Level 2, Academic or Open

Oral Communication: Listening

Overall Expectation

By the end of this course, students will:

- demonstrate an understanding of short oral messages in practical situations.

Specific Expectations

By the end of this course, students will:

- demonstrate an understanding of vocabulary and language structures appropriate to the level by responding to statements, questions, and commands in a variety of situations (e.g., agree or disagree with statements made in a television or radio interview);
- demonstrate understanding of information conveyed verbally and visually (through gestures, facial expressions) through a variety of responses (e.g., take notes during a presentation, record directions given);
- demonstrate knowledge of the culture of countries where the language is spoken in a variety of activities (e.g., identify local customs of a country where the language is spoken).

Oral Communication: Speaking

Overall Expectation

By the end of this course, students will:

- communicate orally in practical, real-life situations for a variety of purposes, using language appropriate to the level.

Specific Expectations

By the end of this course, students will:

- use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations, presentations);
- ask and answer questions, and convey and respond to messages, using vocabulary and language structures appropriate to the level (e.g., role-play an interview with a celebrity);
- express ideas and opinions in prepared and open-ended conversations (e.g., comment on a television program or a newspaper article);
- demonstrate knowledge of the culture of countries where the language is spoken in a variety of practical projects (e.g., prepare a presentation on the cuisine of a country where the language is spoken).

Reading

Overall Expectation

By the end of this course, students will:

- read age- and language-appropriate passages from different sources for a variety of practical purposes.

Specific Expectations

By the end of this course, students will:

- read, for comprehension of main ideas and for expansion of vocabulary, selections from a variety of texts,* including a minimum of two genres (e.g., poems, short stories, magazine and newspaper articles);
- read aloud with expression, using standard pronunciation and intonation;
- demonstrate the ability to use a variety of strategies to understand messages and information of various kinds (e.g., rely on both the verbal and visual elements used to understand the meaning of an advertisement);
- respond to texts from a variety of sources and media in various ways (e.g., summarize events described in a newspaper article, list key pieces of information in a brochure or newsletter);
- demonstrate knowledge of the culture of countries where the language is spoken in a variety of practical projects, using both print and software resources (e.g., prepare a brief presentation on methods of travel in a country where the language is spoken).

*Students are expected to read at least 60 pages of text (30 intensive, 30 extensive) at this level.

Writing

Overall Expectation

By the end of this course, students will:

- write for practical purposes and for different audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

By the end of this course, students will:

- write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short description of the skills and activities involved in a particular job);
- compose and answer a variety of questions;
- convey information in writing, using different forms and/or a model (e.g., write a memo or business letter);
- revise and edit their written work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs);
- demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports (e.g., write a report on language-related career opportunities in a country where the language is spoken).

Grammar and Language Knowledge

International Languages, Level 3, University Preparation and Open

Students should develop and apply knowledge of the language elements listed below through activities in all three strands. Since the international language program comprises many different languages, some of these elements may need to be adjusted, particularly for Asian, African, and Middle Eastern languages. In order to facilitate such adjustments and accommodate differences among languages, the language elements are organized according to parts of speech, with examples in English to clarify the use of grammatical terms. Some languages studied will have distinctive linguistic and grammatical features for which there are no English equivalents. These will have to be added by the teachers of the language, along with suggestions for teaching non-roman alphabets, tonality, and other elements particular to the language.

Nouns

- nouns and articles
- singular and plural forms, regular and irregular nouns
- gender
- use of partitive with nouns (e.g., *some pizza, any hamburger*)
- possessive forms of nouns (e.g., *my brother's computer*)

Pronouns

- pronouns as indirect objects (e.g., *to me*)
- pronouns as objects of prepositions (e.g., *with him*)
- relative pronouns (e.g., *that, who, whose*)
- reflexive pronouns

Verbs

- imperfect tense (e.g., *I used to watch*)
- future tense (e.g., *she will watch*)
- conditional tense*
- imperative mood
- literary past tense (past absolute)*

Adjectives

- possessive adjectives
- demonstrative adjectives
- positive, comparative, and superlative degrees, regular adjectives (e.g., *tall, taller, tallest*)

Conjunctions

- conjunctions (e.g., *while, as soon as*)

Adverbs

- positive, comparative, and superlative degrees, regular adverbs (e.g., *fast, faster, fastest*)

Vocabulary

- words associated with such themes as health, travel, childhood, the arts, the world of work

Other Elements

- negative constructions
- special elements required by the language under study

*Required for university preparation courses only.

International Languages, Level 4, University Preparation (LBADU – LYXDU)

This course prepares students for university studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology.

Prerequisite: International Languages, Level 3, University Preparation

Oral Communication: Listening

Overall Expectation

By the end of this course, students will:

- demonstrate an understanding of a variety of oral messages, communicated in various situations and for a variety of purposes.

Specific Expectations

By the end of this course, students will:

- demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to a variety of oral messages and identifying key ideas and information (e.g., comment on views expressed in conversations and discussions);
- demonstrate the ability to extract information from complex oral messages conveyed through various media and formal presentations (e.g., prepare a synopsis of a radio or television documentary that focuses on current issues);
- demonstrate an understanding of cultural aspects of the international language by identifying regional differences in language as well as different levels of language.

Oral Communication: Speaking

Overall Expectation

By the end of this course, students will:

- communicate orally in various situations and for a variety of purposes, using language appropriate to the level.

Specific Expectations

By the end of this course, students will:

- use standard pronunciation and intonation in the international language with accuracy and fluency;
- participate in conversations and group discussions using vocabulary and language structures appropriate to the level (e.g., take part in a debate on desirable careers);
- express personal opinions and explain ideas in a variety of prepared and open-ended conversations (e.g., participate in a video conference with students from another school or country);
- demonstrate an understanding of the culture of countries where the language is spoken in a variety of creative activities (e.g., dramatize a literary work).

Reading

Overall Expectation

By the end of this course, students will:

- read age- and language-appropriate passages from various sources for a variety of purposes.

Specific Expectations

By the end of this course, students will:

- read, for comprehension of main ideas and supporting details, selections from a variety of texts,* including a minimum of three genres (e.g., novels, plays, film scripts);
- read aloud with accuracy and fluency;
- demonstrate the ability to make inferences and predictions concerning characters and events in short stories and novels, as well as connections between ideas and facts in non-fiction works;
- respond to a range of texts in a variety of media by relating the ideas and themes treated to contemporary issues and personal experiences;
- demonstrate an understanding of the culture of countries where the language is spoken in a variety of complex and well-researched projects (e.g., prepare a presentation on a historical or cultural topic using a variety of print resources).

*Students are expected to read a minimum of 200 pages of text (100 intensive, 100 extensive) at this level.

Writing

Overall Expectation

By the end of this course, students will:

- write for a variety of purposes and audiences, using increasingly broad vocabulary and sophisticated language structures.

Specific Expectations

By the end of this course, students will:

- write reports and compositions, using vocabulary and language structures appropriate to the level (e.g., write a book or film review);
- express ideas and feelings in writing, using increasingly complex forms (e.g., write short essays and narrative, descriptive, and expository passages);
- revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;
- edit and proofread their work, with attention to accuracy in the use of vocabulary and language structures, using input from peers and the teacher as well as a variety of other resources (e.g., print and electronic dictionaries, spell-check and grammar features of software programs);
- demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports and essays (e.g., write an essay on the literature, music, or art of a country where the language is spoken).

International Languages, Level 4, Open (LBADO – LYXDO)

This course provides students with opportunities to consolidate the language skills required for effective communication in business and personal contexts. Students will use a variety of print and technological resources that will promote their ability to apply the language in practical situations, and will engage in activities such as writing memos, reading articles, and applying conversational skills in business contexts. They will also add to their knowledge of the culture of countries where the language is spoken by using resources from the local and international community.

Prerequisite: International Languages, Level 3, University Preparation or Open

Oral Communication: Listening

Overall Expectation

By the end of this course, students will:

- demonstrate an understanding of a variety of oral messages in various practical situations.

Specific Expectations

By the end of this course, students will:

- demonstrate an understanding of vocabulary and language structures appropriate to the level by responding to various kinds of information (e.g., facts, opinions) presented in a variety of practical situations (e.g., identify key points in a television news report, comment on views expressed in a radio interview);
- apply information that has been conveyed to them orally in a variety of situations (e.g., use information on careers to role-play an interview for a job);
- demonstrate knowledge of the culture of countries where the language is spoken in a variety of activities (e.g., comment on the facts and ideas expressed in an oral presentation on a cultural topic).

Oral Communication: Speaking

Overall Expectation

By the end of this course, students will:

- communicate orally in various practical situations for a variety of purposes, using language appropriate to the level.

Specific Expectations

By the end of this course, students will:

– use standard pronunciation and intonation in the international language with accuracy and fluency;

– participate in conversations and formal exchanges of various kinds, using vocabulary and language structures appropriate to the level (e.g., answer questions from peers on a favourite hobby, simulate job interviews);

– express opinions and feelings in prepared and open-ended conversations and group discussions (e.g., express views on current issues that they consider relevant);

– demonstrate an understanding of the culture of countries where the language is spoken in a variety of practical projects (e.g., adapt a current television commercial to reflect the different cultural attitudes of viewers in a country where the language is spoken).

Reading

Overall Expectation

By the end of this course, students will:

- read age- and language-appropriate passages from different sources for a variety of practical purposes.

Specific Expectations

By the end of this course, students will:

– read, for comprehension of main ideas, selections from a variety of texts,* including a minimum of three genres (e.g., novels, plays, short stories, articles);

– read aloud with increasing accuracy and fluency;

– demonstrate understanding of messages and information of various kinds conveyed through a variety of media (e.g., summarize information on a career given on the Internet);

– respond to texts from a variety of sources and media in increasingly complex ways (e.g., analyse information presented in a television program);

– demonstrate knowledge of the culture of countries where the language is spoken in a variety of complex practical projects (e.g., develop a project on the economic achievements or trade activities of a country where the language is spoken, using newspaper and magazine articles as well as a variety of electronic resources).

*Students are expected to read at least 120 pages of text (60 intensive, 60 extensive) at this level.

Writing

Overall Expectation

By the end of this course, students will:

- write for a variety of practical purposes and for different audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

By the end of this course, students will:

- write summaries and reports, using vocabulary and language structures appropriate to the level (e.g., write a report on career opportunities in a country where the language is spoken);
- convey information and express opinions in writing, using different forms (e.g., write a résumé, business letter, or personal composition on an environmental or other issue);
- revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;
- edit and proofread their work for accuracy of language, using input from peers and the teacher as well as a variety of other resources (e.g., print and electronic dictionaries, spell-check and grammar features of software programs);
- demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports and essays (e.g., write a report on the effects of technology on the culture of a country where the language is spoken).

Grammar and Language Knowledge

International Languages, Level 4, University Preparation and Open

Students should develop and apply knowledge of the language elements listed below through activities in all three strands. Since the international language program comprises many different languages, some of these elements may need to be adjusted, particularly for Asian, African, and Middle Eastern languages. In order to facilitate such adjustments and accommodate differences among languages, the language elements are organized according to parts of speech, with examples in English to clarify the use of grammatical terms. Some languages studied will have distinctive linguistic and grammatical features for which there are no English equivalents. These will have to be added by the teachers of the language, along with suggestions for teaching non-roman alphabets, tonality, and other elements particular to the language.

Nouns

- use of partitive with nouns (e.g., *some salad, any bread*)
- possessive forms of nouns (e.g., *my brother's computer*)
- irregular nouns

Pronouns

- demonstrative pronouns

Verbs

- subjunctive mood*
- compound past tense (past perfect, conditional perfect, future perfect)*
- gerund*
- infinitives

Adjectives

- positive, comparative, and superlative degrees, irregular adjectives (e.g., *good, better, best*)

Conjunctions

- subordinate conjunctions (e.g., *although, until, unless*)*

Adverbs

- positive, comparative, and superlative degrees, irregular adverbs (e.g., *well, better, best*)

Vocabulary

- words associated with the media, the arts, history, careers, the workplace

Other Elements

- passive voice*
- conditional sentences
- causative construction
- constructions used to express emotions, a wish
- impersonal expressions
- special elements required by the language under study

*Required for university preparation courses only.

Some Considerations for Program Planning in Classical Studies and International Languages

Teachers who are planning a program in classical studies or international languages must take into account considerations in a number of important areas. Essential information that pertains to all disciplines is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000.* The areas of concern to all teachers that are outlined there include the following:

- types of secondary school courses
- education for exceptional students
- the role of technology in the curriculum
- English as a second language (ESL) and English literacy development (ELD)
- career education
- cooperative education and other workplace experiences
- health and safety

Considerations relating to the areas listed above that have particular relevance for program planning in classical studies and international languages are noted here.

Education for Exceptional Students. The Education Act and regulations made under the act require school boards to provide exceptional students with special education programs and services that are appropriate for their needs.

An Individual Education Plan (IEP) must be developed and maintained for each student who is identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The IEP must outline, as appropriate, any modified or alternative curriculum expectations and any accommodations (i.e., the specialized support and services) that are required to meet the student's needs. The IEP must also identify the methods by which the student's progress will be reviewed. For exceptional students who are fourteen years of age or older and who are not identified solely as gifted, the IEP must contain a plan to help them make the transition to postsecondary education, apprenticeship programs, or the workplace, and to help them live as independently as possible in the community.

An IEP may also be prepared for a student with special needs who is receiving special education programs and/or services but who has not been identified as exceptional by an IPRC.

Because language instruction is a complex process, teachers of classical studies and international language courses must take particular care to adapt their teaching approaches and strategies to the needs of their students, as set out in their Individual Education Plan. Modifications might include the following: adapting the course content (e.g., placing an emphasis on oral work); changing teaching strategies (e.g., modifying the pace at which new material is introduced as well as the methods and resources used to present it); modifying assessment techniques (e.g., placing emphasis on oral work, extending time for tests), and using specialized equipment (e.g., modified computers, advanced computer software). Because the study of languages promotes creative thinking and problem solving, as well as the development of essential communication skills, classical studies and international language courses have particular benefits for exceptional students and increase their chances of success in other areas of the curriculum.

The Role of Technology in the Curriculum. Information technology provides a variety of resources that both facilitate and enrich language learning in unique and important ways. These resources include language programs that support specific learning styles as well as programs that enable teachers to design individualized courses or courses for learners with similar needs. Technology also offers students a rich variety of experiences – both linguistic and cultural – to which they might otherwise not have access. For example, the Internet allows students to visit museums and cultural sites or to read the day's news in the language under study. Students also have access to a wealth of information and literary texts, all of which can enrich their projects and presentations, and give depth and context to their learning. In addition, students can contribute to electronic discussion sites and communicate with speakers of various languages from around the world by e-mail.

ESL/ELD. Because classical and international language courses focus on the development of essential language and communication skills, they can be of considerable benefit to ESL/ELD students who are engaged in the task of developing these skills in the English language. In addition to supporting ESL/ELD students in their efforts to develop communication skills, classical and international language courses also provide them with language knowledge that can be of great assistance to them in understanding the fundamental principles that are operative in the English language. Teachers of classical studies and international languages should work closely with parents, fellow teachers, guidance counsellors, school administrators, and community support networks to ensure that ESL/ELD students derive maximum benefit from classical studies and international language courses.

Career Education. The skills and knowledge that students acquire through classical studies and international language courses are not only relevant but essential for a wide range of careers. Classical studies and international language programs prepare students for careers not only in such language-related fields as translation and language instruction, but also in fields such as international banking and finance, multilingual computer software development, global trade, industry, travel, and government and international affairs. In addition, graduates of classical studies and international language programs are well-equipped for the many careers that require well-developed thinking, analytical, and communication skills.

Cooperative Education and Other Workplace Experiences. Students enrolled in classical studies and international language programs can derive great benefit from cooperative education placements that allow them to apply the language skills they have developed in the classroom in practical activities and situations. Settings that would allow students to use the language they have studied in practical contexts and to interact with other speakers of the language include publishing houses, museums, community centres, television and radio stations, and a variety of business and academic settings. Language skills are creative, flexible skills that evolve through application and practice; it is therefore particularly important that students of classical studies and international languages be given opportunities to use the language(s) they are learning in a variety of practical contexts and situations. They should also apply the cultural knowledge gained in these courses in practical situations.

The Achievement Charts for Classical Studies and International Languages

The achievement charts that follow identify four categories of knowledge and skills in classical studies and international languages – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass all the curriculum expectations in courses in these disciplines. For each of the category statements in the left-hand column, the levels of student achievement are described.* (Detailed information on the achievement levels and on assessment, evaluation, and reporting policy and its implementation is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000.*)

The achievement charts are meant to guide teachers in:

- planning instruction and learning activities that will lead to the achievement of the curriculum expectations in a course;
- planning assessment strategies that will accurately assess students' achievement of the curriculum expectations;
- selecting samples of student work that provide evidence of achievement at particular levels;
- providing descriptive feedback to students on their current achievement and suggesting strategies for improvement;
- determining, towards the end of a course, the student's most consistent level of achievement of the curriculum expectations as reflected in his or her course work;
- devising a method of final evaluation;
- assigning a final grade.

The achievement charts can guide students in:

- assessing their own learning;
- planning strategies for improvement, with the help of their teachers.

The achievement charts provide a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. A variety of materials is being made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.

The ministry is providing the following materials to school boards for distribution to teachers:

- a standard provincial report card, with an accompanying guide
- instructional planning materials
- assessment videos
- training materials
- an electronic curriculum planner

*The levels of achievement should not be confused with the course levels in the language courses.

When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. They should ensure that all the expectations are accounted for in instruction, and that achievement of the expectations is assessed within the appropriate categories. The descriptions of the levels of achievement given in the charts should be used to identify the level at which the student has achieved the expectations. Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories. Teachers may find it useful to provide students with examples of work at the different levels of achievement.

The descriptions of achievement at level 3 reflect the provincial standard for student achievement. A complete picture of overall achievement at level 3 in a course in classical studies or international languages can be constructed by reading from top to bottom in the column of the appropriate achievement chart headed "70–79% (Level 3)".

Achievement Chart – Classical Languages, Level 2 and Level 3, and Classical Civilization, Grade 12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge/ Understanding	**The student:**			
– knowledge of the required facts, ideas, concepts, themes, and linguistic elements (grammar, vocabulary, derivatives, spelling)	– demonstrates limited knowledge of the required facts, ideas, concepts, themes, and linguistic elements	– demonstrates some knowledge of the required facts, ideas, concepts, themes, and linguistic elements	– demonstrates considerable knowledge of the required facts, ideas, concepts, themes, and linguistic elements	– demonstrates thorough knowledge of the required facts, ideas, concepts, themes, and linguistic elements
– understanding of the relationships between classical culture and the language	– demonstrates limited understanding of the relationships between classical culture and the language	– demonstrates some understanding of the relationships between classical culture and the language	– demonstrates considerable understanding of the relationships between classical culture and the language	– demonstrates thorough understanding of the relationships between classical culture and the language
– understanding of materials read (e.g., passages of text, resource materials)	– demonstrates limited understanding of materials read	– demonstrates some understanding of materials read	– demonstrates considerable understanding of materials read	– demonstrates thorough and insightful understanding of materials read
Thinking/Inquiry	**The student:**			
– critical and creative thinking skills	– uses critical and creative thinking skills with limited effectiveness	– uses critical and creative thinking skills with moderate effectiveness	– uses critical and creative thinking skills with considerable effectiveness	– uses critical and creative thinking skills with a high degree of effectiveness
– inquiry skills (e.g., formulating questions, planning, selecting strategies and resources, analysing and interpreting information, forming conclusions)	– applies few of the skills involved in an inquiry process	– applies some of the skills involved in an inquiry process	– applies most of the skills involved in an inquiry process	– applies all or almost all of the skills involved in an inquiry process
Communication	**The student:**			
– communication of information and ideas, orally and in writing	– communicates information and ideas with limited clarity	– communicates information and ideas with some clarity	– communicates information and ideas with considerable clarity	– communicates information and ideas with a high degree of clarity
– use of language (grammar, vocabulary, including special terminology)	– uses language with limited accuracy and effectiveness	– uses language with moderate accuracy and effectiveness	– uses language with considerable accuracy and effectiveness	– uses language with a high degree of accuracy and effectiveness
Application	**The student:**			
– application of language skills (e.g., in translation and other exercises)	– infrequently applies language skills correctly	– sometimes applies language skills correctly	– usually applies language skills correctly	– routinely applies language skills correctly
– making connections (e.g., between the classical language and personal experience, classical societies, and modern languages and societies)	– makes connections with limited effectiveness	– makes connections with moderate effectiveness	– makes connections with considerable effectiveness	– makes connections with a high degree of effectiveness

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

Achievement Chart – International Languages, Level 3 and Level 4

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge/ Understanding	**The student:**			
– knowledge of the required linguistic elements (grammar, vocabulary, spelling, pronunciation)	– demonstrates limited knowledge of the required linguistic elements	– demonstrates some knowledge of the required linguistic elements	– demonstrates considerable knowledge of the required linguistic elements	– demonstrates thorough knowledge of the required linguistic elements
– understanding of materials read	– demonstrates understanding of a few of the main ideas and details	– demonstrates understanding of some of the main ideas and details	– demonstrates understanding of most of the main ideas and details	– demonstrates understanding of all or almost all of the main ideas and details
– understanding of spoken language	– demonstrates limited understanding of spoken language	– demonstrates some understanding of spoken language	– demonstrates considerable understanding of spoken language	– demonstrates thorough understanding of spoken language
Thinking/Inquiry	**The student:**			
– critical and creative thinking skills	– demonstrates critical and creative thinking skills with limited effectiveness	– demonstrates critical and creative thinking skills with moderate effectiveness	– demonstrates critical and creative thinking skills with considerable effectiveness	– demonstrates critical and creative thinking skills with a high degree of effectiveness
– inquiry skills (e.g., formulating questions, planning, selecting strategies and resources, analysing and interpreting information, forming conclusions)	– applies few of the skills involved in an inquiry process	– applies some of the skills involved in an inquiry process	– applies most of the skills involved in an inquiry process	– applies all or almost all of the skills involved in an inquiry process
Communication	**The student:**			
– communication of information and ideas, orally and in writing	– communicates information and ideas with limited clarity	– communicates information and ideas with some clarity	– communicates information and ideas with considerable clarity	– communicates information and ideas with a high degree of clarity
– communication for different audiences and purposes	– communicates with a limited sense of audience and purpose	– communicates with some sense of audience and purpose	– communicates with a clear sense of audience and purpose	– communicates with a strong sense of audience and purpose
– use of various forms of communication	– uses few forms appropriately	– uses some forms appropriately	– uses many forms appropriately	– uses all or almost all forms appropriately
Application	**The student:**			
– use of the required language structures and vocabulary	– uses few of the required language structures and little of the vocabulary	– uses some of the required language structures and vocabulary	– uses most of the required language structures and vocabulary	– uses all or almost all of the required language structures and vocabulary
– making connections (e.g., between the language and the culture, including the arts, and the world outside the school)	– makes connections with limited effectiveness	– makes connections with moderate effectiveness	– makes connections with considerable effectiveness	– makes connections with a high degree of effectiveness

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

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